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ABSTRACT

This instructor's guide contains the words to 23 popular songs along with guidelines and activities designed to help English-as-a-second-language (ESL) students improve their English skills while learning the songs. Each song is accompanied by a brief paraphrase of the content of the song, vocabulary and grammar exercises, and suggested teacher's comments. (MN)

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SING AND LEARN ENGLISH

A 310 Special Demonstration Project
funded by the State Department of Education
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Acknowledgements

Songs have been used in second language learning for many years; so long that the usefulness of the technique is unquestioned. This use of songs; however, needed to be organized into a form that could be used as a part of any English as a Second Language lesson or by students individually. This book is an effort to fulfill that need.

Special thanks go to the following people who gave their encouragement and support to make this project possible.

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TO THE TEACHER

As an introduction to your teaching the songs in "Sing and Learn English," play a song two or three times while the students follow the words in the book. This will give your students time to become familiar, with what may be to them, a new technique. You may have to show them that the words in the book are the words of the song. Once they see the connection and can follow the words as the song is played, they are ready to read the simple introduction, look at the vocabulary and the verb forms. Do not be too concerned with comprehension at first. As your other lessons are presented, you will have opportunities to refer to the syntax, vocabulary and verb forms presented in the songs and are by now familiar to the students.

The songs in the book were carefully chosen. The melodies follow the intonation pattern of English as closely as possible, the vocabulary is useful and the lyrics are clearly enunciated. The technique of using songs in the teaching of English as a Second Language is in accord with the whole brain philosophy of learning. Music is a right brain function; speaking and reading are left brain functions.

You may want to bring in other songs not included in this book. Your students will appreciate becoming familiar with the popular songs as well as the old "standbys" as it not only increases their ability to use the new language, but it also introduces them to a very interesting part of American heritage.

TO THE STUDENT

The songs in this book will help you learn to hear, read and speak English. Sing along with the tapes until you can hear and say every word. The songs contain more than 800 useful English words, about 200 of them are verb forms.

Learning these songs will help you with your other English lessons because you will have improved your ability to hear, read and speak the new language.

The best wishes of the author go with you.

Grace A. Blossom

SIDE ONE
04 - 40

SHE'LL BE COMING ROUND THE MOUNTAIN

The girl is coming to see her family. She will be driving six white horses. Her family will go out to meet her. They will have a big chicken dinner.

1. She'll be coming round the mountain when she comes.
2. She'll be coming round the mountain when she comes.
3. She'll be coming round the mountain,
4. She'll be coming round the mountain,
5. She'll be coming round the mountain when she comes.

6. She'll be driving six white horses when she comes.
7. She'll be driving six white horses when she comes.
8. She'll be driving six white horses,
9. She'll be driving six white horses,
10. She'll be driving six white horses when she comes.

11. Oh, we'll all go out to meet her when she comes.
12. Oh, we'll all go out to meet her when she comes.
13. We will kill the old red rooster,
14. We will kill the old red rooster,
15. And we'll have chicken dumplings when she comes.

Chorus (Lines 1, 2, 3, 4, 5)

VOCABULARY

1. rooster --- a male chicken
2. dumplings --- biscuits cooked with the chicken
3. _____
4. _____

GRAMMAR

1. coming --- came
2. driving --- drove
3. go --- went
4. kill --- killed
5. have --- had
6. _____
7. _____

Teacher's Comments:

1. Good for all levels
2. Good repetition; simple meanings
3. Future progressive (when you are actually talking about future time)
4. Placement of adjectives and use of contractions
5. Simple geography; mountains, rocks, desert
6. Use of present progressive "She'll be coming"
7. Line 15, "Chicken dumpling." for "tortillas" or other native dishes - also animal names for "stallion" - horse, mule, or makes of cars
8. Prepositions - under, over, through
9. Names for animals - male and female - buck, doe; cow, bull, etc.
10. Make up extra verses. Ex: What is she driving?
11. Substitute - corner, street, for mountain

She'll Be Coming Round the Mountain, continued

12. Cognates
13. Diverse cultures, similarities and differences
14. What kind of celebrations might we have? Who might come, and why?
15. Song can be used as a number lesson by changing the six each time
16. The culture of our land can be explained; kill the old red rooster; chickens and dumplings, Christmas turkey, Easter eggs, etc.
17. Verb charades
18. Put action in the past tense
19. Contractions
20. Sing for fun

SIDE ONE
43 - 94

CATCH A FALLING STAR

This song is like a poem. The singer is talking about stars and a girl. He says he might meet a girl and love her. If he could catch a falling star, it would give him starlight on a dark night.

1. Catch a falling star and put it in your pocket
2. Never let it fade away.
3. Catch a falling star and put it in your pocket
4. Save it for a rainy day.

5. For love may come and tap you on the shoulder
6. Some starless night.
7. And just in case you feel you want to hold her
8. You'll have a pocketful of starlight.

Chorus (Lines 1, 2, 3, 4, 5, 6, 7, 8)

9. For when your troubles start multiplying
10. And they just might.
11. It's easy to forget them without trying
12. With just a pocketful of starlight.

VOCABULARY

1. fade --- go away
2. starless --- without stars
3. multiplying --- getting more and more
4. _____
5. _____

GRAMMAR

1. catch --- caught
2. fade --- faded
3. save --- saved
4. come --- came
5. tap --- tapped
6. feel --- felt
7. hold --- held
8. start --- started
9. forget --- forgot
10. _____
11. _____

Teacher's Comments:

1. Change to past tense
2. "Pocketful," spoonful, cupful
3. Idiom "Just in case"
4. Modals: "May, might"
5. "You feel" - you think
6. "Starlight," daylight, moonlight vs. starless, sunless, moonless
7. Verb tenses, example "to catch" to caught
8. Line 7, clarify "her." Who is "her?"
9. Substitution "Catch a falling star and put it in your pocket," purse, room, etc.

10. Good for all levels
11. What in their culture is used to bring luck?
12. Emphasize metaphors
13. What else might you catch? - Catch cold, catch the dickens, catch a disease
14. Falling star superstition
15. Dictation
16. Literal vs. figurative, no stars in your life
17. Superstitions for good or bad luck - 4-leaf clovers, salt, mirrors, rabbit's foot, etc.
18. What can you do to make your troubles seem less?
19. Use this song to encourage students to relate, in English, a similar use of metaphors.

IN THE GOOD OLD SUMMERTIME

The man is walking with his girlfriend. They are walking under the trees. He holds her hand and she holds his hand. That means that they like each other.

1. In the good old summertime
2. In the good old summertime
3. Strolling through the shady lanes
4. With your baby mine.
5. You hold her hand and she holds yours
6. And that's a very good sign
7. That she's your tootsey wootsey
8. In the good old summertime.

VOCABULARY

1. strolling --- walking
2. shady lanes --- cool roads
3. baby mine --- girlfriend
4. tootsey wootsey --- girlfriend
5. _____
6. _____

GRAMMAR

1. strolling --- strolled
2. hold --- held
3. _____
4. _____

Teacher's Comments:

1. Good for all levels
2. Easy melody to learn
3. Two groups singing simultaneously, each singing a line of song - increase competitive spirit
4. Substitute drills of possessive pronouns
5. Group picture - draw on board - take turns drawing images of this song
6. Inferences - make inferences about the age of these people (are they old and reminiscing or young and full of life?)
7. Slang expressions change for girlfriend/boyfriend
8. Pet names, dear, darling, sweetheart, honey, love
9. Region of the song, country, mountain, blue grass
10. Sing for fun
11. What is meant by "good sign?"

SIDE ONE
117 - 153

GOD BLESS AMERICA

The man is talking to God. He is asking God to bless her. Americans speak of a country as her. He says the United States (America) is his home. He loves his country.

1. God bless America, land that I love.
2. Stand beside her and guide her
3. Through the night with a light from above.

4. From the mountains, to the prairies,
5. To the ocean, white with foam,
6. God bless America, my home sweet home.
7. God bless America, my home sweet home.

(Sing it again)

VOCABULARY

1. bless --- make happy
2. guide --- lead, show the way
3. prairies --- flat, treeless land
4. foam --- white water
5. _____
6. _____

GRAMMAR

1. bless --- blessed
2. stand --- stood
3. guide --- guided
4. _____
5. _____

Teacher's Comments:

1. Good introduction to citizenship, history of country, difference between "house" and "home"
2. Shows pride of country
3. Poetical
4. Good for all groups - good speed, teaches phrasing, easy to learn, good message
5. "Beside" not just physical, figurative meaning "support"
6. "White with foam," "green with envy," "you're yellow, "red in the face," etc.
7. "Through the night," _____ the day, _____ the year
8. Prepositions
9. Rhyme
10. Sing for fun
11. Cloze procedure
12. Cultural discussion
13. Advanced - write your own poem

SIDE ONE
155 - 214

THE LOVELIEST NIGHT OF THE YEAR

The man is singing to his girl. He is in love with her which makes the night seem so beautiful. He is dancing with her and holding her hand which make him very happy. He asks her to kiss him.

1. When you are in love, it's the loveliest night of the year.
2. Stars twinkle above
3. And you almost can touch them from here.
4. Words fall into rhyme
5. Any time you are holding me near.
6. When you are in love, it's the loveliest night of the year.

7. Waltzing along in the blue, like a breeze drifting over the sand
8. Thrilled by the wonder of you,
9. And the wonderful touch of your hand.
10. And my heart starts to beat
11. Like a child when a birthday is near.
12. So kiss me, my sweet,
13. It's the loveliest night of the year.

Chorus (Lines 7, 8, 9, 10, 11, 12, 13)

VOCABULARY

1. loveliest --- most lovely
2. twinkle --- shine
3. waltzing --- dancing
4. breeze --- a little wind
5. drifting --- going
6. thrilled --- very happy
7. _____
8. _____

GRAMMAR

1. touch --- touched
2. fall --- fell
3. holding --- held
4. starts --- started
5. kiss --- kissed
6. _____
7. _____

Teacher's Comments:

1. Good vocabulary
2. Romance, waltz rhythm 3/4 time
3. "Loveliest" change y to i, add est for superlatives
4. Present and past participle
5. Teach a dance (follow directions)
6. Celebrate birthdays
7. Very soothing
8. Comparison of objectives, er - est
9. Sing for pleasure

CLEMENTINE

This is a fun song. The man (a miner) and his daughter, Clementine, lived near a mine. She wore big shoes. She drove the little ducks to drink and fell in the water and drowned. Her father could not swim. Clementine drowned and was buried in a church yard. Her father died because he was so unhappy.

1. In a cavern, in a canyon, excavating for a mine,
2. Dwelled a miner, 49er, and his daughter, Clementine.

Chorus:
3. Oh, my darling, oh, my darling, oh, my darling Clementine,
4. You are lost and gone forever,
5. Dreadful sorry, Clementine.

6. Light she was and like a fairy, and her shoes were number nine.
7. Herring boxes without topses, sandals were for Clementine.

Chorus (Lines 3, 4, and 5)

8. Drove she ducklings to the water, ev'ry morning just at nine.
9. Hit her foot against a splinter, fell into the foaming brine.

Chorus (Lines 3, 4, and 5)

10. Ruby lips above the water, blowing bubbles soft and fine,
11. Alas, for me I was no swimmer, so I lost my Clementine.

Chorus (Lines 3, 4, and 5)

12. In a church yard near the canyon,
13. Where the myrtle doth entwine,
14. There grow roses and other posies,
15. Fertilized by Clementine.

Chorus (Lines 3, 4, and 5)

16. Then the miner, 49er, soon began to peak and pine,
17. Thought he ought to join his daughter.
18. Now he's with his Clementine.

Chorus (Lines 3, 4, and 5)

19. In my dreams she still doth haunt me,
20. Robed in garments soaked in brine.
21. Though in life I used to hug her,
22. Now she's dead, I draw the line.

Chorus (Lines 3, 4, and 5)

Clementine, cont.

VOCABULARY

1. cavern --- big hole in the mountain
2. excavating --- digging
3. dwelled --- lived
4. herring --- a kind of fish
5. topses --- tops or lids
6. sandals --- shoes
7. ducklings --- young ducks
8. splinter --- a little piece of wood
9. foaming brine --- salt water
10. myrtle --- a flower
11. entwine --- turn or twist
12. posies --- flowers
13. fertilizer --- food for plants
14. 49er --- 1849
15. peak and pine --- feel very unhappy
16. doth --- does
17. haunt --- I think about her being dead
18. robed --- dressed
19. garments --- clothes
20. brine --- salt water
21. I draw the line --- I won't do it
22. _____
23. _____

GRAMMAR

1. dwelled --- dwell
2. gone --- go
3. drove --- drive
4. hit --- hit
5. fell --- fall
6. blowing ---blew
7. robed --- robe
8. draw --- drew
9. _____
10. _____

Teacher's Comments:

1. An unromantic love song
2. Joking with pronunciation "topses"
3. Terms of endearment
4. Minimal pairs
5. Humor, the unexpected
6. Period of time ('49 ers) history, geography
7. Country life vs. city life
8. Melodrama acted out
9. Sing for enjoyment
10. Invent new verses
11. Ghosts: next time have her come back as a ghost. What happens?
12. Colors - ruby lips; rosy cheeks (adjectives)
13. Homonyms - peak and pine
14. Idioms - "I draw the line"
15. Types of shoes, sneakers, sandals

SIDE ONE
261 - 289

BEER BARREL POLKA

1. Roll out the barrel, we'll have a barrel of fun.
2. Roll out the barrel, we got the blues on the run.
3. Zing, boom, terrell, ring out a song of good cheer.
4. Now's the time to roll the barrel for the gang's all here.

(Sing the same song three times.)

VOCABULARY

1. barrel --- a big round cask for beer
2. blues --- unhappiness
3. Zing, boom, terrell --- no meaning
4. gang --- a group of friends
5. roll --- turn over and over
6. _____
7. _____

GRAMMAR

1. roll --- rolled
2. have --- had
3. ring --- rang
4. _____
5. _____

Teacher's Comments:

1. Use Cloze technique after hearing the song a few times "Now's the time to _____"
2. Simplicity makes it useful in teaching ESL pronunciation exercises
3. Appeal to all ages
4. Physical response - Example: mimic "roll" everytime they hear "roll"
5. Teaching meaning of "good cheer"
6. Sing for enjoyment
7. Sentence patterns ("Now's the time....")
8. Idioms - barrel of fun, rings a bell
9. Rhyming
10. "R" sound
11. Nonsense words
12. Sing for fun

SIDE ONE
291 - 327

DON'T LET THE STARS GET IN YOUR EYES

The man is going away. He tells the girl to wait for him. He will come back to her. He tells her not to go out in the moonlight.

1. Don't let the stars get in your eyes.
2. Don't let the moon break your heart.
3. Love blooms at night, in daylight it dies,
4. Don't let the stars get in your eyes,
5. Oh, keep your heart for me for someday I'll return
6. And you know you're the only one I'll ever love.

7. Too many nights; too many stars;
8. Too many moons to change your mind
9. Don't let the moon change your mind.
10. If I'm gone too long, don't forget where you belong
11. When the stars come out remember you are mine.

Chorus (Lines 1, 2, 3, 4, 5, 6)

12. Too many miles; too many days;
13. Too many nights to be alone
14. Too many nights all alone
15. Oh, please keep you heart while we are apart
16. Don't you linger in the moon light when I'm gone.

Chorus (Lines 1, 2, 3, 4, 5, 6)

VOCABULARY

1. blooms --- a time to love
2. return --- come back
3. keep your heart --- don't love another
4. linger --- stay
5. _____
6. _____

GRAMMAR

1. get --- got
2. break --- broke
3. dies --- died
4. keep --- kept
5. change --- changed
6. forget --- forgot
7. _____
8. _____

Teacher's Comments:

1. "Too many" vs "too much" - count vs. mass nouns - usage of "too"
2. Negative commands - opposites for "apart" - "together"
3. Idioms, "Break your heart," "Change your mind," "All alone"
4. Too hard for beginners to follow; wording good for intermediate
5. Use of compound words, "daylight," "someday"
6. Line 15, use of word "oh"
7. Line 4 is idiomatic - translate
8. Measures of distance
9. Spelling demonstrations - heart, part; eyes, dies

SIDE ONE
329 - 353

YOU ARE MY SUNSHINE

This is a very popular song. The boy is telling the girl that she is like the sunshine to him. He even dreams of her at night. In the morning he knows it was only a dream. He is very disappointed. He says he will always love her and if she leaves him, she will be sorry.

1. You are my sunshine; my only sunshine
2. You make me happy when skies are gray.
3. You'll never know, dear, how much I love you
4. Please don't take my sunshine away.

5. The other night, dear, as I lay sleeping
6. I dreamed I held you in my arms.
7. When I awoke, dear, I was mistaken so I hung my head and I cried.

Chorus (lines 1, 2, 3, and 4)

8. I'll always love you and make you happy if you will only stay the same
9. But if you leave me to love another, you'll regret it all someday.

Chorus (lines 1, 2, 3, and 4)

10. Please don't take my sunshine away.

VOCABULARY

1. popular -- many people like it
2. disappointed -- unhappy
3. dreamed -- thinking in your sleep
4. I hung my head -- I bowed my head
5. regret -- be sorry
6. _____
7. _____

GRAMMAR

1. are --- were
2. make --- made
3. know --- knew
4. love -- loved
5. lay --- laid
6. dreamed --- dream
7. awoke --- awake
8. stay --- stayed
9. leave --- left
10. regret --- regretted
11. _____
12. _____

Teacher's Comments:

1. Good for all levels, sing for fun
2. Good repetition
3. "The other night" - past tense marker
4. Pick out past, present, future verbs
5. Perhaps too high for men's voices
6. Good usage of pronouns
7. Good for scrambled sentences and substitution drills
8. Contractions: don't, I'll, you'll
9. Idioms: "You are my sunshine," "I hung my head"

SIDE ONE
356 - 378

STAR SPANGLED BANNER

This is the national song of the United States. The man who wrote it was a prisoner on a British ship. He watched all night to see if the United States flag was still flying on the shore. At last, in the very early morning, he saw it waving. He was so happy that he wrote the song.

1. Oh, say, can you see
2. By the dawn's early light,
3. What so proudly we hailed
4. At the twilight's last gleaming?

5. Whose broad stripes and bright stars,
6. Through the perilous fight
7. O'er the ramparts we watched
8. Were so gallantly streaming.

9. And the rocket's red glare
10. The bombs bursting in air
11. Gave proof through the night
12. That our flag was still there.

13. Oh, say, does that star spangled banner yet wave
14. O'er the land of the free and the home of the brave?

VOCABULARY

1. dawn --- first light of day
2. hailed --- saw, greeted
3. twilight --- last light of day
4. gleaming --- light
5. broad --- wide
6. perilous --- dangerous
7. ramparts --- a wall of earth
8. gallantly --- bravely
9. streaming --- moving
10. rocket --- bomb
11. glare --- bright light
12. bursting --- breaking
13. proof --- truth, fact
14. _____
15. _____

GRAMMAR

1. hailed --- hail
2. watched --- watch
3. gave --- give
4. wave --- waved
5. _____
6. _____

Teacher's Comments:

1. Good exposure for all levels
2. Teach "time" words
3. Teach history of the flag

Star Spangled Banner, continued

4. Point out the difficulty of the words and tune even for U. S. citizens. Also discuss standing while it is being played. It was the consensus of the teachers to have class sit while learning the song
5. Contractions - o'er
6. Adding "ing" endings - bursting, etc.
7. Colors of the flag
8. Discuss where song is heard - baseball games, olympics, school, etc.
9. What is really being said?

THIS LAND IS YOUR LAND

The song is about the United States. The man sings about the trees, the water, the sky and the roads. He hears a voice telling him how wonderful the U.S.A. is and that it was made for you and me.

Chorus:

1. This land is your land. This land is my land.
2. From California to the New York Island,
3. From the redwood forest to the gulf stream waters
4. This land was made for you and me.

5. As I was walking that ribbon of highway,
6. I saw above me that endless skyway.
7. I saw below me that golden valley.
8. This land was made for you and me.

Chorus (Lines 1, 2, 3, 4)

9. I've roamed and rambled and followed my footsteps,
10. To the sparkling sands of her diamond deserts.
11. And all around me a voice was sounding
12. This land was made for you and me.

Chorus (Lines 1, 2, 3, 4)

13. When the sun comes shining and I was strolling,
14. And the wheat fields waving and the dust clouds rolling,
15. As the fog was lifting, a voice was chanting
16. This land was made for you and me.

Chorus (Lines 1, 2, 3, 4)

VOCABULARY

1. forest --- many trees
2. highway --- road
3. roamed --- traveled
4. rambled --- traveled
5. followed --- walked
6. sounding --- speaking
7. strolling --- walking slowly
8. waving --- moving back and forth
9. ribbon --- here it means "road"
10. fog --- a cloud come down to earth
11. chanting --- singing

GRAMMAR

1. is --- was
2. was --- is
3. walking --- walked
4. saw --- see
5. made --- make
6. roamed --- roam
7. rambled - ramble
8. followed --- follow
9. comes --- came
10. strolling --- stroll
11. waving --- wave

12. _____	12. chanting --- chant
13. _____	13. _____
	14. _____

Teacher's Comments:

1. Good for all levels of ESL
2. Good repetition of vocabulary
3. Idiom, "Ribbon of Highway"
4. Get a map and trace all parts mentioned.
5. Landscape types, desert, forest, fields
6. Use of "above and below"
7. Possessive pronouns
8. Present participles used as general adjectives, part of progressive tenses
9. Teach "from you and me"
10. Good use of past tense verbs
11. Good for bringing out feelings
12. Geography - regions, use Arizona Highways magazine

SIDE BY SIDE

The two people are good friends. They travel together. They help each other. They are happy together. They think they will always be together.

1. Oh, we ain't got a barrel of money.
2. Maybe we're ragged and funny,
3. But we'll travel along, singing a song,
4. Side by side.

5. Don't know what's coming tomorrow
6. Maybe it's trouble and sorrow
7. But we'll travel the road, sharing our load,
8. Side by side.

9. Through all kinds of weather, what if the sky should fall?
10. Just as long as we're together, it doesn't matter at all.
11. When they've all had their quarrels and parted,
12. We'll be the same as we started,
13. Just a'traveling along singing a song,
14. Side by side.

15. But we'll travel along, singing a song, side by side.

16. But we'll travel the road, sharing our load, side by side.

Chorus (lines 9, 10, 11, 12, 13, and 14)

VOCABULARY

1. ain't got --- do not have
2. barrel --- a big round cask for wine
3. ragged --- torn, full of holes
4. sharing --- helping each other
5. quarrels --- fights
6. started --- began
7. _____
8. _____

GRAMMAR

1. travel --- traveled
2. singing --- sang
3. know --- knew
4. coming --- came
5. had --- have
6. parted --- part
7. started --- start
8. _____
9. _____

Teacher's Comments:

1. What is a friend? Explain and define
2. Our culture - men travel; women don't?
3. Men's roles vs. women's roles
4. "A traveling" is the same as traveling (explain)
5. Good melody, sing for enjoyment
6. Wording too difficult for beginners
7. Easily learned
8. Use of conditional, "What if"

SIDE ONE
436 - 463
(end)

MY BABY IS COMING HOME

The girl is waiting for her lover. She calls him her baby. She will be happy when he comes. He has promised not to lie to her or leave her again.

1. My baby's coming home,
2. And I'll be there to meet him,
3. With kisses I will greet him,
4. When we're all alone.

5. My baby's on his way,
6. When he arrives tomorrow,
7. He'll banish all my sorrow,
8. What a happy day.

9. I dream, I dream even over the sea.
10. Bring back, bring back,
11. Oh, bring back my darling to me.

12. My baby's coming home,
13. He says he won't deceive me,
14. He promised not to leave me,
15. Never more to roam.

Chorus (Lines 12, 13, 14, 15)

VOCABULARY

1. greet --- say hello
2. arrives --- comes
3. banish --- make go away
4. deceive --- tell a lie
5. roam --- go away
6. _____
7. _____

GRAMMAR

1. coming --- came
2. meet --- met
3. bring --- brought
4. promised --- promise
5. deceive --- deceived
6. greet --- greeted

Teacher's Comments:

1. Sing for enjoyment
2. Good vocabulary for beginners
3. Much repetition and short sentences
4. Talk about public display of emotions
5. Easy to follow and enunciate
6. Good usage of pronouns
7. Words of endearment - darling, baby, love, honey, etc.
8. Good for substitutions
9. Much use of contractions
10. Role play (develop dialogue)

My Baby is Coming Home, continued

11. Prepositions
12. For writing exercise, rewrite using the same vocabulary
13. Cloze procedure with the sentences
14. Scrambled words within a sentence
15. Substitute pronouns for nouns
16. Discussion: How do you feel when a loved one returns?
17. How to greet people - kissing, handshake, bowing
18. Line 5 "on his way" idiomatic
19. Line 8, exclamatory use of "what"
20. Use this song's content (absence of a loved one) as a springboard for discussion on what is important to the class

COOL WATER

The man and his horse are in the hot desert. The horse's name is Dan. The man is talking to him. The man says there is no water but the Devil makes them think they see water. They are both very tired and can only think of cool water.

1. All day I face the barren waste
2. Without the taste of water --- cool water.
3. Old Dan and I with throats burned dry
4. And souls that cry for water --- cool, clear water.

Chorus (Lines 5, 6, 7, 8, 9, 10)

5. Keep a moving, Dan. Don't you listen to him, Dan.
6. He's a devil, not a man
7. And he spreads the burning sand with water.
8. Dan, can you see that big green tree
9. Where the water's running free
10. And it's waiting there for me and you?

11. The nights are cool and I'm a fool
12. Each star's a pool of water --- cool water.
13. But with the dawn I'll wake and yawn
14. And carry on to water --- cool, clear water.

Chorus (Lines 5, 6, 7, 8, 9, 10)

15. The shadows sway and seem to say
16. Tonight we pray for water --- cool water.
17. And way up there He'll hear our prayer
18. And show us where there's water --- cool, clear water.

Chorus (Lines 5, 6, 7, 8, 9, 10)

19. Dan's feet are sore,
20. He's yearning for just one thing more than water --- cool water.
21. Like me, I guess he'd like to rest
22. Where there's no quest for water
23. Cool, clear water --- cool, clear water.

VOCABULARY

1. face --- look at
2. barren waste --- desert
3. Old Dan --- name of a horse
4. souls --- spirit
5. devil --- bad, evil spirit

GRAMMAR

1. burned --- burn
2. cry --- cried
3. moving --- move
4. listen --- listened
5. spreads --- spread

6. dawn --- the first light of day
7. yawn --- take a deep breath
8. sway --- move
9. He'll --- God
10. yearning --- wanting
11. quest --- search, look for
12. _____
13. _____

6. see --- saw
7. running --- ran
8. waiting --- waited
9. wake --- woke
10. carry --- carried
11. sway --- swayed
12. pray --- prayed
13. hear --- heard
14. show --- showed
15. guess --- guessed
16. _____
17. _____

Teacher's Comments:

1. Too fast for beginners
2. Good repetition - simple English
3. Use of adjectives
4. Cowboy culture
5. Line 10, order of pronouns "me and you."
6. Include information on desert survival
7. Demonstrate verbs
8. Listen to the song several times. 4th time - turn papers over and listen just for the word "water." Raise hand or put check on paper for each time you hear "water" (23 times)
9. Temperature

VAYA CON DIOS (GO WITH GOD)

The boy is going away. The girl is sad, she tells him to go with God. The church bells are ringing. They, too, say "Go with God." She will always be with him in her dreams.

1. Now the hacienda's dark, the town is sleeping.
2. Now the time has come to part, the time for weeping.
3. Vaya con Dios, my darling,
4. Vaya con Dios, my love.

5. Now the village mission bells are softly ringing.
6. If you listen with your heart, you'll hear them singing.
7. Vaya con Dios, my darling,
8. Vaya con Dios, my love.

9. Where ever you may be, I'll be beside you,
10. Although you're many million dreams away.
11. Each night I'll say a prayer, a prayer to guide you
12. To hasten every lonely hour of every lonely day.

13. Now the dawn is breaking through a great tomorrow
14. But the memories we share are there to borrow.
15. Vaya con Dios, my darling,
16. Vaya con Dios, my love.
17. Vaya con Dios, my darling,
18. Vaya con Dios, my love.

VOCABULARY

1. hacienda --- house
2. weeping --- crying
3. mission --- church
4. hasten --- hurry
5. _____
6. _____

GRAMMAR

1. sleeping --- slept
2. come --- came
3. ringing --- rang
4. listen --- listened
5. hear --- heard
6. say --- said
7. guide -- guided
8. breaking -- broke
9. share --- shared
10. _____

Teacher's Comments:

1. Very good for beginners - sing with enjoyment
2. Easy melody to learn, repetition is good
3. Culture - work with Spanish phrases, Palo Verde apt. Rio Salado - names of cities
4. Origin of "goodbye" (God be with you), "adios" (to God)
5. Terms of endearment, times of day

SIDE TWO
126 - 169

BOUQUET OF ROSES

A young man is very unhappy. His girl friend is running around with other boys. He has asked her not to do this, but he knows she will never change. She will never be true to him. He knows he should hate her, but he still loves her. So he is sending her a big bunch of roses. One rose for every time she went out with other boys.

1. I'm sending you a big bouquet of roses
2. One for every time you broke my heart.
3. And as the door of love between us closes
4. Tears will fall like petals when we part.

5. I begged you to be different
6. But you'll always be untrue.
7. I'm tired of forgiving; now there's nothing left to do.
8. So I'm sending you a big bouquet of roses
9. One for every time you broke my heart.

10. I know that I should hate you
11. After all you've put me through.
12. But how can I be bitter when I'm still in love with you?
13. So I'm sending you a big bouquet of roses.
14. One for every time you broke my heart.

VOCABULARY

1. bouquet --- bunch of flowers
2. tears --- drops of water from your eyes
3. petals --- the colored part of a flower
4. you've put me through --- all the unkind you have done to me.
5. how can I be bitter --- here, bitter means unkind, mad or mean.
6. _____
7. _____

GRAMMAR

1. sending --- sent
2. closes --- closed
3. fall --- fell
4. part --- parted
5. begged --- beg
6. broke --- break
7. _____
8. _____

Teacher's Comments:

1. Good for beginners, rhythm slow and easy enough, sing for enjoyment
2. Tie in Valentine's Day
3. Love for friends vs. love for husband and wife
4. Talk about dating
5. Different terms of endearment - e.g. sweetheart, honey
6. Line 10, lesson modals: should, could, may
7. Use of contractions
8. Short sentences
9. Kind of flowers
10. Feelings
11. How to send flowers

SIDE TWO
170 - 218

TIE A YELLOW RIBBON AROUND THE OLD OAK TREE

The man has been in prison for three years. He is now going home. He wrote a letter to his wife. He told her to tie a yellow ribbon around the old oak tree if she wanted him at home. He would get off the bus if he saw the ribbon. He would ask the bus driver to look first and then tell him. He says he still loves his wife and is in a prison of love for her. When he sees the tree, he sees 100 yellow ribbons on it.

1. I'm coming home, I've done my time.
2. Now I've got to know what is and isn't mine.
3. If you received my letter telling you I'd soon be free,
4. Then you'll know just what to do if you still want me.

5. If you still want me, tie a yellow ribbon
6. 'Round the old oak tree. It's been three long years.
7. Do you still want me? Still want me.

8. If I don't see a ribbon 'round the old oak tree
9. I'll stay on the bus, forget about us
10. Put the blame on me.
11. If I don't see a yellow ribbon around the old oak tree.

12. Bus driver, please look for me.
13. 'Cause I couldn't bear to see what I might see,
14. I'm really still in prison and my love, she holds the key,
15. Simple yellow ribbon is what I need to set me free.

16. I wrote and told her, Please tie a yellow ribbon 'round the old oak tree,
17. It's been three long years, do you still want me?
18. If I don't see a ribbon 'round the old oak tree
19. I'll stay on the bus, forget about us,
20. Put the blame on me, if I don't see a yellow ribbon 'round the old oak tree.

21. Tie a yellow ribbon 'round the old oak tree, three long years, still want me.
22. And now the whole damn bus is cheering,
23. And I can't believe I see--a 100 yellow ribbons 'round the old oak tree.

VOCABULARY

1. I've done my time --- I have stayed in prison
2. I'd soon be free --- be out of prison
3. I couldn't bear --- I would be very unhappy
4. She holds the key --- She must say yes or no

GRAMMAR

1. coming --- came
2. received --- receive
3. stay --- stayed
4. forget --- forgot

Tie A Yellow Ribbon Aroud The Old Oak Tree, cont.

5. _____
6. _____

5. told --- tell
6. tie --- tied
7. _____
8. _____

Teacher's Comments:

1. Good plot, tells a story. Marine Lopez from Globe and the yellow ribbons
2. Difficult wording for beginners
3. Discuss different types of freedom: U.S.A. vs. Russia
4. Do we really live in a free country? Taxes, "big brother"
5. Line 16, lesson on say and tell
6. Count to a hundred
7. Kinds of trees
8. Keys - things to open
9. Verb tenses
10. Transportation
11. Yellow ribbon - communication without words

SWEET BETSY FROM PIKE

Betsy is a girl. Ike is her lover. They are crossing the mountains and the desert with two cows (oxen), a dog, and a rooster. The oxen run away, the rooster dies, but they get to their new home. They go to a dance. A man asks Betsy to dance, but she will not because she is drunk.

1. Oh, don't you remember sweet Betsy from Pike?
2. She crossed the big mountains with her lover, Ike.
3. With two yoke of oxen and one yellow dog,
4. And an old Shanghai rooster and one spotted hog.

5. Yodel dang fall de di doo, yodel dang fall de da.

6. They got to the desert where Betsy gave out,
7. Down on the sand she lay rolling about,
8. Ike, he gazed at her with sobs and with sighs,
9. Won't you get up, sweet Betsy, you'll get sand in your eyes.

Chorus (Line 5)

10. Well, the oxen run off and the Shanghai, it died,
11. The last piece of bacon that morning was fried,
12. Ike got discouraged and Betsy got mad,
13. And the dog wagged his tail and looked wonderfully sad.

Chorus (Line 5)

14. Ike and sweet Betsy attended a dance,
15. Ike wore a pair of his Pike County pants,
16. Betsy was dressed up in ribbons and rings,
17. Oh, like you're an angel, but where are your wings?

Chorus (Line 5)

18. A miner come up said, "Will you dance with me?"
19. "I will, you old hoss, if you don't make too free
20. Tell you the reason if you want to know why
21. Doggone you, I'm chock full of strong alkali."

Chorus (Line 5)

VOCABULARY

1. yoke of oxen --- two big strong cows
2. rooster --- a male chicken
3. gazed --- looked
4. sobs --- cries
5. sighs --- unhappy noises

GRAMMAR

1. remember --- remembered
2. cross --- crossed
3. got --- get
4. run --- ran
5. died --- die

Sweet Betsy From Pike, cont.

6. fried --- cooked
7. sad --- unhappy
8. too free --- too friendly
9. dog-gone --- well, (slang)
10. chock full --- full to the top
11. alkali --- alcohol
12. _____
13. _____

6. attended --- attend
7. dressed --- dress
8. danced --- dance
9. _____
10. _____

Teacher's comments:

1. Sing for enjoyment
2. Translate to standard English
3. Emotions, "discouraged, mad"
4. What is an angel? Cultural assumptions
5. "Pair of pants" -- shorts, scissors, oxen
6. "Pike County pants" -- discuss clothing from other countries
7. Lines 12 and 13 -- student reactions to the same situation
8. Time in history -- when did this happen?
9. Ike, Betsy -- nicknames
10. Irregular plurals, "oxen," etc.
11. Talk about good, bad memories -- share memories with a classmate
12. Share memories of where you traveled from to get to Arizona
13. Talk about the nonsense chorus
14. Compare to songs from students' countries
15. Explain dialects' pronunciation
16. History of Western expansion
17. Write about a good memory
18. Good for teaching animal sounds from other languages
19. Can be used for teaching regions
20. Song has too many slang words for beginners
21. Have students rewrite the chorus
22. This song could be used to encourage the students to dress-up in their native costumes and teach the class their native dances or songs

DON'T FENCE ME IN

The man's name is Cap Kelly. He is going to jail. He says not to shut him up and put a fence around him. He wants to be under the trees, ride his horse, and look at the moon. He says to kill him (send him off forever) or let him go free.

1. Wild Cap Kelly, looking mighty pale,
2. Was standing by the sheriff's side
3. And when that sheriff said, "I'm sending you to jail."
4. Wild Cap raised his head and cried,

5. Oh, give me land, lots of land,
6. Under starry skies above,
7. Don't fence me in.
8. Let me ride through the wide open country that I love,
9. Don't fence me in.
10. Let me be by myself in the evening breeze.
11. Listen to the murmur of the cottonwood trees.
12. Send me off forever, but I ask you, please
13. Don't fence me in.

14. Just turn me loose, let me straddle my old saddle underneath the western skies.
15. On my cayuse let me wander over yonder 'till I see the mountains rise.
16. I want to ride to the ridge, where the West commences
17. And gaze at the moon until I lose my senses.
18. I can't look at hobbles and I can't stand fences.
19. Don't fence me in.

(Lines 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19)

VOCABULARY

1. mighty pale --- very white
2. sheriff --- a policeman
3. breeze --- wind
4. murmur --- a very low sound
5. send me off forever --- kill me
6. straddle -- one leg on each side
7. saddle --- a seat for a rider
8. underneath --- under
9. kayoose --- horse
10. wander --- walk or ride
11. yonder --- far away
12. ridge --- a high hill
13. commences --- starts

GRAMMAR

1. looking --- looked
2. standing --- stood
3. said --- say
4. sending --- sent
5. raised --- raise
6. cried --- cry
7. give --- gave
8. listen --- listened
9. turn --- turned
10. straddle --- straddled
11. wander --- wandered
12. ride --- rode
13. commences --- commenced

14. gaze --- look	14. gaze --- gazed
15. hobbles --- ropes or chains	15. _____
16. turn me loose --- let me go	16. _____
17. _____	

Teacher's Comments:

1. Explain nicknames
2. Stress that certain words are not used today. Examples: "Cayuse," "Send me off forever," and regionalisms such as "yonder, hobbles, and commence"
3. Idioms "cna't stand" and "loose my senses"
4. Students can write their own verses
5. Word substitution
6. Lines 14 and 17, loose, lose
7. Commands - affirmative, negative
8. Discussion - what do you enjoy in nature?
9. History of the pioneers
10. Learning through pleasure
11. Sounds of letters

w	s	sk	l	es
wild	send	skies	lots	hobbles
was	said		lend	fences
west	saddle		love	commences
	senses		listen	skies
				trees

OKLAHOMA

Oklahoma is the name of a state. The singer is telling all the good things about Oklahoma--the good vegetables and the birds. He says there is plenty of room for the people. They can all be happy.

1. Oklahoma, where the wind comes sweeping down the plains.
2. And the wavin' wheat can sure smell sweet
3. When the wind comes right behind the rain.

4. Oklahoma, every night my honeylamb and I
5. Sit alone and talk and watch a hawk
6. Making lazy circles in the sky.

7. We know we belong to the land
8. And the land we belong to is grand,
9. And when we say, yo hi, yippy yo e a
10. We're only saying you're doing fine,
11. Oklahoma, Oklahoma, O. K.

12. Brand new state, brand new state.
13. Going to treat you great.
14. Going to give you barley, carrots, and potatoes,
15. Patches for the cattle, spinach and tomatoes,
16. Flowers on the prairie where the June bugs zoom
17. Plenty of air and plenty of room,
18. Plenty of room to swing a rope,
19. Plenty of heart and plenty of hope.

Chorus (Lines 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

VOCABULARY

1. Oklahoma --- name of a state
2. sweeping --- blowing
3. plains --- flat land
4. wheat --- a grainlike rice
5. honeylamb --- girlfriend
6. hawk --- a big bird
7. barley --- a grain like rice
8. carrots --- a vegetable
9. potatoes --- a vegetable
10. patches --- fields
11. spinach --- a vegetable
12. tomatoes --- a vegetable

GRAMMAR

1. comes --- came
2. sweeping --- swept
3. sit --- sat
4. watch --- watched
5. making --- made
6. know --- knew
7. belong --- belonged
8. say --- said
9. going --- gone
10. give --- gave
11. zoom --- zoomed
12. swing --- swung

Oklahoma, cont.

13.	prairie --- flat land	13.	_____
14.	zoom --- go very fast	14.	_____
15.	_____		
16.	_____		

Teacher's Comments:

1. Have students write a descriptive paragraph
2. What is a good reason for living in Airzona, New Mexico, or certain cities?
3. Ask how many have seen the play or movie of "Oklahoma"
4. Line 13, English not phonetic; "threat, meet/meat, tomb, bobm, state, great, break"
5. Sing for fun
6. Good for vegetable nouns
7. State nicknames
8. Power of smells, desert rain, McDonalds', bakery smells piped through a food store
9. What is special about your native region?
10. Alternate names for girlfriend, honey lamb, sweety, doll

MARIA(H)

The song is about a wind called Maria. It is a very strong wind. The man has lost his girlfriend. He is very unhappy and lonely. He is asking the wind, Maria, to bring his girl back to him.

1. Away out here they've got a name
2. For wind and rain and fire;
3. The rain is Tess; the fire is Jo,
4. And they call the wind Maria.

5. Maria blows the stars around
6. And sends the clouds a'flying.
7. Maria makes the mountains sound
8. Like folks were up there dying.
9. Maria, Maria, they call the wind Maria.

10. Before I knew Maria's name
11. And heard her wail and whining,
12. I had a girl and she had me
13. And the sun was always shining.

14. Then one day I left my girl,
15. I left her far behind me,
16. And now I'm lost, so gol durn lost
17. Not even God can find me.
18. Maria, Maria, they call the wind Maria.
19. Out here they've got a name
20. For rain, for wind and fire only,
21. But when you're lost and all alone
22. There ain't no word, but lonely.
23. And I'm a lost and lonely man
24. Without a star to guide me.
25. Maria, blow my love to me
26. I need my girl beside me.

27. Maria, Maria, they call the wind Maria.
28. Maria, Maria, blow my love to me.
29. They call the wind Maria, Maria.

VOCABULARY

1. wail --- cry
2. whining --- crying
3. gol durn --- slang, very
4. ain't --- is not
5. guide --- show the way
6. _____
7. _____

GRAMMAR

1. got --- get
2. call --- called
3. blows --- blew
4. sends --- sent
5. makes --- made
6. knew --- know
7. heard --- hear

8. left --- leave
9. lost --- lost
10. _____
11. _____

Teacher's Comments:

1. Good vocabulary -- use of short words
2. Good repetition
3. Have students share with their own culture
4. Emphasize pronunciation Maria(h), Maria, Marie
5. Names for inanimate objects, rain, Tess, fire, Jo, cyclones, etc.
6. Use of present tense
7. Sing for enjoyment
8. Discuss "soft" profanity, durn, gosh, shoot, fudge, etc.
9. Loneliness echoed in melody - in a foreign country
10. Other names for physical events - Jack Frost, old man winter, the eye of a tornado

SIDE TWO
376 - 404

TRY A LITTLE KINDNESS

The man is saying to help people who are in trouble. He says be kind to a brother or sister. Tell them to do the right thing and the right way. Some narrow-minded people will not help people in trouble, but your kindness can help other people.

1. If you see your brother standing by the road
2. With a heavy load from the seeds he's sowed,
3. And if you see your sister falling by the way
4. Just stop and say, "You're going the wrong way."

Chorus (Lines 5, 6, 7, 8, 9, 10, 11)

5. You've got to try a little kindness,
6. Yes, show 'em a little kindness,
7. Just shine your light for everyone to see.
8. And if you try a little kindness,
9. Then you'll overlook the blindness
10. Of the narrow-minded people
11. On the narrow-minded street.

12. Don't walk around the down and out,
13. Lend a helping hand, instead of doubt,
14. And the kindness that you show everyday
15. Will help someone along their way.

Chorus (Lines 5, 6, 7, 8, 9, 10, 11)

VOCABULARY

1. sowed --- planted
2. falling by the way --- doing bad things
3. narrow-minded people - - people who think they are always right
4. down and out --- people in trouble
5. doubt --- not really believing
6. 'em --- them
7. _____

GRAMMAR

1. see --- saw
2. standing --- stood
3. going --- gone
4. try --- tried
5. show --- showed
6. walk --- walked
7. _____
8. _____

Teacher's Comments:

1. Sing for enjoyment
2. Good verb usage and common words
3. Teaches attitude of helping others
4. Explain "narrow minded" vs. open minded people
5. What is the message of the song?
6. Work on opposites -- good/bad, everyday/someday
7. Brother, sister = all people
8. Discuss prejudice (why people are)
9. Why did you like/dislike the song?
10. Are the people in the U. S. like what you expected?
11. Idioms - down and out, etc.

SIDE TWO
405 - 447
(end)

THE GAMBLER

Two men are riding on a train. One is young and unhappy. The other man is an old gambler. The old gambler asks the young man for his bottle of whiskey and a cigarette. He tells the young man how to gamble with cards. Then the gambler went to sleep and he died. The young man remembered the gambler's good advice.

1. On a warm summer's evenin' on a train bound to nowhere,
2. I met up with a gambler. We were both too tired to sleep.
3. So we took turns a staring out the window at the darkness
4. 'Til boredom overtook us and he began to speak.
5. He said, "Son, I've made a life out of reading people's faces,
6. Knowing what the cards were by the way they held their eyes.
7. So if you don't mind my saying, I could see you're out of aces.
8. For a taste of your whiskey, I'll give you some advice."
9. So I handed him my bottle and he drank down my last swallow.
10. Then he bummed a cigarette and asked me for a light.
11. And the night got deathly quiet and his face lost all expression,
12. Said, "If you're going to play the game, boy, you've got to learn to play it right."

13. You've got to know when to hold 'em,
14. Know when to fold 'em,
15. Know when to walk away,
16. And know when to run.
17. You never count your money
18. When you're sitting at the table
19. There'll be time enough for counting
20. When the dealing's done.

21. Every gambler knows that the secret to surviving
22. Is knowing what to throw away and knowing what to keep.
23. 'Cause every hand's a winner and every hand's a loser,
24. And the best that you can hope for is to die in your sleep.
25. And when he'd finished speaking he turned back toward the window,
26. Crushed out a cigarette, faded off to sleep.
27. And somewhere in the darkness, the gambler, he broke even,
28. And in his final words I found an ace that I could keep.

Chorus (Lines 13, 14, 15, 16, 17, 18, 19, 20)

VOCABULARY

1. bound --- going
2. staring --- looking
3. boredom --- tired
4. out of aces --- unhappy, out of luck
5. swallow --- here, all the whiskey
6. bummed --- asked for

GRAMMAR

1. met --- meet
2. were --- are
3. made --- make
4. see --- saw
5. taste --- tasted
6. drank --- drink

7.	surviving --- living	7.	count --- counted
8.	hand --- the cards you hold in your hand	8.	hope --- hoped
9.	die in your sleep --- die quietly	9.	_____
10.	he broke even --- he died	10.	_____
11.	I found an ace --- I learned something that helped me		
12.	'em --- them		
13.	_____		

Teacher's Comments:

1. Explain and demonstrate cards. Ace, king, queen, "hold 'em" vs. "fold 'em"
2. Why do people gamble? Where? Do you?
3. Line 1, "evenin'" = evening
4. Play game with nonverbal communication
5. When is it appropriate to "bum" things?
6. Use of contractions
7. How would you prefer to die? Line 24, die in your sleep?
8. What does the old gambler's advice mean?
9. Line 6 - shifty eyed, wide eyed, etc.
10. Dialogue - How to ask for a cigarette, a drink of whiskey, some advice, a light for a cigarette